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Evaluating Assessments

**1:** What are the key characteristics of authentic assessment?

1. They require active learning.
2. Students must construct their own understanding and interpretations.
3. Students apply what they have learned.
4. They promote higher order thinking.
5. They require students to organize and evaluate complex information.
6. Students can consider alternative solutions and multiple perspectives that are relevant and connected to events outside the classroom.
7. Students can use ideas and methods of inquiry that are central to the topic they’re focusing on.
8. They are open-ended and allow for multiple ways of thinking and strategizing.
9. They accommodate numerous levels of learning styles and abilities.

**2:** How do authentic assessments and traditional tests differ?

Purpose: Authentic assessments are created to invite open ended responses and critical thinking that students of any ability level can respond to and demonstrate their knowledge. Traditional tests have the purpose of looking for right answers from the lessons without space for elaboration or further thinking.

Format: Traditional assessments are usually in a paper and pencil format. They can vary between multiple choice, true/false or short answer. Authentic assessments can be in a variety of formats that are built upon throughout the unit such as portfolios, essays, videos, group presentation etc.

Nature: Traditional assessments are memorization based and reward students that are good at test taking. Usually they are separate from the learning process, unlike authentic assessments encourage students to build on their knowledge throughout the unit and communicate in depth analysis of a topic to an audience.

**3. Title:** Speak Up! Advocate for global change: English Language Arts as digital storytelling

<http://www.k12.wa.us/EdTech/Assessment/CBAs/G9-12SpeakUp.pdf>

1. Students are actively learning by researching a community issue and developing their own understanding of possible solutions to the problem.
2. The task is open ended because students can choose any community issue and any solution to it. The format of the product/conclusion, however, is uniform for all students. They will be creating a storyboard and announcement.
3. The point of the assessment is to evaluate how well students can research and perform digital storytelling. The project is not designed to tie into a piece of literature, but rather connect students with the community while demonstrating their ability to research and create a storyboard online.
4. Students communicate learning through a digital storyboard and an audio/visual PSA to announce the issue and possible solutions.
5. I could not find a point where the PSA or storyboards were even presented to their peers, let alone an audience beyond the classroom.
6. The rubrics for this project were extensive. There were separate sections for works cited, storyboard, PSA, audience, and copyright law.

**4:** Examine the diagram, *Balancing the Two Faces of E-Portfolios*. What are the two types of ePortfolios?   
One ePortfolio’s purpose is for learning or reflection and is directed at an internal audience, while the other ePortfolio’s purpose is to showcase and hold students accountable to present to a primarily external audience.  
  
**5:** How are the two types of portfolios created?   
One portfolio is organized chronologically and serves as a collaborative and reflective process that documents learning. The other portfolio is organized thematically and serves as a showcase and documentation of achievement.   
  
**6:** In what ways are the two portfolios similar?  
Both portfolios include a main activity, a specific audience, organization, and reflection. The end product is then presented but for different reasons.